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Alternate Performance/Achievement Descriptors for Grade 8 Reading

Advanced	<p>The student at the Advanced level accurately and independently demonstrates the ability to carry out comprehensive content-specific performance indicators.</p> <ul style="list-style-type: none">• locates title and other information from a variety of documents/sources• distinguishes/identifies fact and opinion• identifies and uses reference/resource materials to gain information about words and their function• recognizes vowel letter-sound• uses reading strategies to gain information (i.e. rereading, use of key words, use of features of text)• responds independently• reads and comprehends a paragraph• records facts• identifies main idea• connects prior knowledge to make meaning of text• identifies vowels• is able to use various forms of communication to express self
Proficient	<p>The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content specific performance indicators.</p> <ul style="list-style-type: none">• identifies a word/picture/symbol for content communication (identify topic that was chosen previously)• locates/identifies title and other parts of a book• identifies facts (i.e. main idea, supporting details)• uses reference materials to gather information for a research project• responds with three response options (a range of options)• produces name• has basic word recognition• has beginning reading skills• understands that groups of words contain meaning and can gain meaning from print• identifies a variety of materials and their uses• navigates environment• is able to engage in conversation using varying techniques• has a firm grasp of sound/symbol association• identifies words from sentences• tracks while reading• identifies own learning style

Nearing Proficiency	<p>The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of content-specific performance indicators.</p> <ul style="list-style-type: none"> • recognizes name in print/object/symbol • identifies letters by name/sign • indicates a preference/choice • indicates a word in a sentence • use auditory/visual scanning to maintain place • identifies a word/picture/object of familiar places and people • locates library/reference center/media center • responds mostly through basic yes/no questions or with two (or three options with further teacher clarification) options • identifies preference • understands when response is needed • makes choices between two or three options • recognizes difference between letters and other symbols (e.g. numerals) • orients text (top to bottom) • “reads” left to right • differentiates between materials and objects • places answers in correct location with appropriate tools • understands roles of people in environment • follows routines and procedures • recognizes that letters have names and is aware of letter sounds • has awareness of print and organization of print on the page
Novice	<p>The student at the Novice level, given physical assistance and/or modeling, is supported to participate in content specific performance indicators.</p> <ul style="list-style-type: none"> • anticipates a reading activity. • attends to materials being displayed. • responds to name • participates in activity • demonstrates readiness by following one-step directions or with teacher modeling/prompting • identifies writing tools/common objects, words/pictures/symbols • requires high level of teacher direction • directs attention to external stimuli when requested (i.e. turns head in direction, sits quietly, etc.) • interacts with stimuli (i.e. teacher, words, pictures, and symbols) • responds to external stimuli (i.e. nods head, operates switch, points to, etc.) • makes eye contact • attempts to participate in activity • directs attention to stimuli • interacts with stimuli • has general awareness of people and activity • responds to own name • responds to words, pictures and symbols